

South Dakota Department of Education
Office of Curriculum, Technology, and Assessment
700 Governors Drive
Pierre, SD 57501

MATHEMATICS AND SCIENCE PARTNERSHIP GRANTS

**No Child Left Behind Act of 2001
Title II, Part B
of the Elementary and Secondary Education Act**

REQUEST FOR PROPOSALS

Request for Proposal (RFP)
DOE -07-001

Equal Opportunity Employer

Proposal Issue Date: March 1, 2006
Proposal Due Date: March 31, 2006
Approximate Proposal Award Notification Date: May 15, 2006
Proposal Contact: Shannon Schweitzer (605)-773-8193
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**South Dakota Mathematics and Science Partnership (MSP) Program
Request for Proposal 2006-2009**

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South Dakota Mathematics and Science Grant Application

Federal MSP Project Description

The Mathematics and Science Partnerships (MSP) grant program is authorized under Title II, Part B of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind (NCLB) Act of 2001. The purpose of the program is to fund partnerships of high-need school districts, four-year institutions of higher education (IHEs), and other organizations, to improve the academic achievement of students in mathematics and science in elementary and secondary schools.

The MSP provides grants to partnerships between K-12 schools and higher education institutions through the Department of Education (DOE) that seek to actively boost K-12 achievement in math by improving and upgrading subject area professional development, encouraging and advising teacher training and recruitment, and strengthening challenging subject-area curriculum. For further information on the Federal MSP program: <http://www.ed.gov/programs/mathsci/resources.html>

South Dakota MSP Description

The primary goal of the South Dakota MSP is a focused statewide professional development program designed to build broad-based expertise and leadership for improving student achievement in elementary mathematics instruction. This program will develop a statewide educational community with a cadre of skilled professionals to serve as resources and trainers in the ongoing effort to improve elementary mathematics instruction.

The K-5 mathematics professional development project for this RFP utilizes research based strategies which have been evidenced to be effective with students of diverse backgrounds. It is the intent of this grant that participating teachers complete all components of the training to effectively impact mathematics instruction. Common assessment tools will be utilized across all projects to assist the state in evaluating and providing feedback on the overall state level project as well as ensure a means to conduct research around all awarded projects.

Each funded project will have the following:

One Math Specialist: The Math Specialists duties are to:

- Collaborate with SDDOE, CAMSE, and TIE to coordinate and deliver professional development components.
- Collect data, data analysis, and reporting of data to SDDOE and external evaluator.
- Attend professional development centered on mathematics content, mathematics pedagogy, student mathematical thinking and educational leadership.
- Support the work of the Elementary Math Teacher Leaders.

Math Teacher Leader: The Math Teacher Leader identified for each elementary building will:

- Attend professional development centered on mathematics content, mathematics pedagogy, student mathematical thinking, and educational leadership.
- Utilize professional development content in mathematics instruction to impact student achievement in mathematics instruction.

- Upon completion of one year of training, provide training for other interested K-5 teachers within the elementary building.

Elementary Principals: Elementary Principals of participating buildings will:

- Participate in professional development developed to help administrators, as instructional leaders in their schools, to understand and support effective mathematics instruction.
- Support participating staff in the implementation of grant activities.

Project Objectives

During the next three years, SD MSP Program will:

- Increase student academic achievement as measured by the state mathematics standards.
- Train and place one Mathematics Specialist in up to 9 different sites in South Dakota.
- Provide training for one Mathematics Teacher Leader for potentially each elementary building in South Dakota.
- Support work in each participating district to train additional interested K-5 teachers.
- Conduct training for building principals to support the work of the mathematics teacher.

SD Project Rationale

The research is clear that a skilled teacher is the most important factor in improving student learning. The SD MSP project is designed to deepen and broaden teachers' knowledge base about mathematics content, mathematics pedagogy, and student mathematical thinking. This project will provide teachers an opportunity to experience "best practices" in teaching mathematics. This will include constructivist instructional practices that promote mathematical reasoning, discourse, inquiry, and conceptual understanding for all students. In order to answer the question of why do we need an elementary math initiative National Assessment of Educational Progress (NAEP) and Dakota State Test of Educational Progress (Dakota STEP) data was analyzed at the fourth grade level by the Math Advisory Committee. (A complete list of the Math Advisory Committee members is located on the SDDOE website.)

Current NAEP and Dakota STEP data supports the need for a math initiative in the state of South Dakota that targets instructional strategies that work with all students including those of low socioeconomic status and Native American students. Although students of low socioeconomic status and Native American students both have made gains in achieving the proficient or advanced levels on the NAEP test they are still far behind the state average in growth as evidenced by NAEP and Dakota STEP. The data also shows a significant gap between those students eligible for free and reduced meals compared to non-eligible students.

Project Partnerships

South Dakota Department of Education (SDDOE) - Partner to provide leadership, administration and coordination activities to direct the focus of the statewide initiative.

Technology Innovations in Education (TIE) – Nonprofit partner to provide a math content expert designed to improve the quality of mathematics through the grant.

Black Hills State University Center for the Advancement of Mathematics and Science Education (CAMSE AT BHSU) - Higher education partner to provide elementary math expertise and develop professional development modules for teachers and administrators.

Grant Awardee- Serves as fiscal agent for the grant and carries out the grant activities as described within this RFP.

Sub-Grantee – Local participating school district comprised of a Math Teacher Leader, other participating teachers and the principal.

External Evaluator- Conducts program evaluation over the course of three years in order to measure the impact of the project on student achievement.

Professional Development Components

Cognitively Guided Instruction (CGI) - a scientifically based researched professional development program for teachers' kindergarten through fifth grade that explicitly shows what kind of knowledge students bring to the math learning process and how they connect that knowledge with formal concepts and operations. See page 22.

Developing Mathematical Ideas (DMI) - a curriculum designed to help teachers think through the major ideas of K-5 mathematics and examine how children develop those ideas. See page 24.

Lenses on Learning- investigates how administrators' understanding of the nature of mathematics, learning, and teaching affects their interpretation of a variety of administrative practices related to mathematics instruction. It will enable administrators as they become more familiar with the ideas that underlie standards based mathematics education to develop new views of what constitutes supportive administrative practices in the K-5 mathematics classroom. See page 25.

Eligible Applicants

Competitive grant applicants must meet **one** of the following criteria to be eligible to apply for this RFP:

1. be an Educational Cooperative or Educational Service Agency of sufficient size and scope to complete the outlined activities in the project and **must partner with at least one high-need local educational agency** within it's boundaries as determined by SDDOE or;
2. be categorized as a local educational agency with a student population of 10,000 or greater and meet the high-need school district eligibility requirements to be considered of sufficient size and scope to complete the outlined activities in the project. This LEA may be partner with other high-need local educational agencies if warranted.

Eligible High-Need Local Educational Agencies
(Based on 2002 Census Poverty Data)

Aberdeen 06-1	Edgemont 23-1	Kimball 07-2	Stickney 01-2
Andes Central 11-1	Elk Mountain 16-2	Lake Central 39-2	Summit 54-6
Armour 21-1	Elm Valley 06-2	Lead-Deadwood 40-1	Timber Lake 20-3
Artesian-Letcher 55-5	Estelline 28-2	Lemmon 52-2	Todd County 66-1
Belle Fourche 09-1	Faith 46-2	Leola 44-2	Tripp-Delmont 33-5
Bennett County 03-1	Faulkton 24-2	Lyman 42-1	Vermillion 13-1
Big Stone City 25-1	Flandreau 50-3	McIntosh 15-1	Viborg 60-5
Bison 52-1	Freeman 33-1	McLaughlin 15-2	Wagner 11-4
Bon Homme 04-2	Gayville-Volin 63-1	Meade 46-1	Wakonda 13-2
Bonesteel- Fairfax 26-5	Geddes 11-2	Menno 33-2	Wall 51-5
Bowdle 22-1	Gregory 26-4	Milbank 25-4	Watertown 14-4
Brandon Valley 49-2	Haakon 27-1	Mitchell 17-2	Waubay 18-3
Brookings 05-1	Hamlin 28-3	Mobridge 62-3	Waverly 14-5
Burke 26-2	Hanson 30-1	Newell 09-2	Wessington Springs 36-2
Canistota 43-1	Harding County 31-1	Oelrichs 23-3	West Central 49-7
Carthage 48-2	Herreid 10-1	Pierre 32-2	White Lake 01-3
Castlewood 28-1	Hitchcock-Tulare 02-56-6	Polo 29-2	White River 47-1
Chamberlain 07-1	Hot Springs 23-2	Rapid City 51-4	Willow Lake 12-3
Colome 59-1	Hoven 53-2	Rosholt 54-4	Wilmot 54-7
Conde 56-1	Huron 02-2	Roslyn 18-2	Winner 59-2
Corsica 21-2	Hyde 34-1	Scotland 04-3	Wolsey 02-5
Custer 16-1	Ipswich 22-3	Shannon Co. 65-1	Yankton 63-3
Doland 56-2	Iroquois 02-3	Sioux Falls 49-5	
Douglas 51-1	Isabel 20-2	Sisseton 54-2	
Dupree 64-2	Jones County 37-3	Smee 15-3	
Eagle Butte 20-1	Kakoda 35-1	Spearfish 40-2	

Non-public School Participation

All non-public schools within the physical boundaries of the participating school district must be consulted for participation in the SD MSP Program and sign as to the intentions of their participation in the project.

Grant Awardee will:

- Collaborate and communicate with SDDOE project manager.
- Provide information and data to SDDOE upon request for purposes of evaluating, monitoring and documenting implementation of the grant.
- Create and sustain a partnership with CAMSE (BHSU) during the development and implementation of grant activities.
- Submit all federal and state required MSP reports to SDDOE.

- Assure good faith commitment and support of the administration and the school board in the development and implementation of proposed activities.

Sub-grantee will:

- Identify one Math Teacher Leader for each elementary building.
- Identify principals to participate in the program.
- Provide district support to all staff participating in the project.
- Create and sustain a partnership with the grant awardee.
- Provide information and data to the grant awardee upon request for purposes of evaluating, documenting implementation of the grant, and reporting.
- Assure good faith commitment and support of the administration and the school board in the development and implementation of proposed activities.

Award Period

It is anticipated that up to nine grants will be awarded. The grants will be awarded for three years. The award dates are as follows:

Year 1 - July 1, 2006-June 30, 2007

Year 2 - July 1, 2007-June 30, 2008

Year 3 - July 1, 2008-June 30, 2009

Pre-award costs may be allowed with prior written approval from SDDOE. Funding for project year two (FY08) and three (FY09) is contingent on federal appropriations and continued successful implementation of the program.

Additional school districts/buildings **can not** be added in year two and three of the grant. Those school districts/buildings committing in the first year of the grant should expect to participate in the professional development activities and implementation of the mathematical instructional strategies within their classrooms for the full three years.

It is critical that close attention be paid to the budget as the budget **will not** be increased from the original budget amounts submitted in this RFP by the applicant.

It is anticipated that awards will be announced by May 15, 2006.

Proposal Criteria

In order to be considered for funding, applicants must:

- Completely and thoroughly answer all questions within the RFP.
- Must contain appropriate signatures to be considered.
- Demonstrate a real need and commitment for the chosen local partnerships in this grant.
- Outline an accurate budget.

Submission Guidelines

To be considered for participation in this program the following requirements must be met with this RFP Application.

1. One word processed or typed original paper proposal with appropriate original signatures.
2. Two complete photocopies of original RFP.
3. One electronic copy, in Word or PDF format, of the complete RFP with or without signatures.

Proposals must be postmarked by **March 31, 2006** or hand-delivered to the Department of Education, Office of Technology, Curriculum and Assessment by **5:00 PM (CST)** on the stated deadline.

Mail or hand-deliver the completed proposals to:

**South Dakota Department of Education
Office of Curriculum, Technology, and Assessment
Attn: Shannon Schweitzer
Title II, Part B
700 Governors Drive
Pierre, SD 57501**

SDDOE is not responsible for transmittal time or irregularities in delivery on the part of the US Postal Service or other courier services. Faxed or emailed proposals will not be accepted.

SDDOE reserves the right to reject any and all submissions received as a result of this application process or to negotiate separately with the individual respondents.

PROPOSAL REQUIREMENTS

Abstract (5 points)

Provide an abstract that states the expected outcomes in mathematics instruction and any indirect needs in mathematics that would be addressed as a result of this project.

Educational Need (35 points)

Compile, analyze, and summarize data to support the need for mathematics professional development for participating schools.

Required data sources:

1. Student achievement data in mathematics – i.e. standardized test scores, district-created assessments, alternative assessments for special education students or English Language Learners (ELL), DakotaSTEP, etc.
2. Demographic data – i.e. student enrollment, socio-economic status, race/ethnicity, etc.

Optional data sources:

3. Program data – i.e. teacher credentials, graduation rates, program evaluation methods, etc.
4. Perceptions data – i.e. survey information regarding school climate, professional development participation, tardiness, etc.

Sustainability (10 points)

Describe how the partnership plans to continue the activities of the project after the multi-year grant period has ended.

Local Project Evaluation and Accountability (30 points)

A project evaluation must be conducted during each year of the program period. The evaluation plan must include rigorous objectives that measure the impact of the activities carried out in each program year. Identify Year 1 goals.

1. Describe how you plan to obtain data from each sub-grantee.
2. Identify measurable objectives to increase the number of teachers of mathematics who participate in content-based professional development activities.
3. Determine measurable objectives for improved student academic achievement in mathematics.
4. Identify how the activities in this grant will be aligned by classroom teachers with the state mathematics standards.
5. Identify how current school/district resources will be utilized to implement this project. For example: current mathematics curriculum, instructional strategies, etc.
6. For subsequent years of the grant, describe your annual evaluation plan and how the data will drive changes.

**** An External Evaluator will be secured through SDSOE to conduct additional evaluations.**

Budget (10 points)

Applicants need to include budgets for all three years of the grant. Partner districts **can not** be added in consecutive years of the grant and once committed in the first year should expect to be partnered for the full three years of the grant.

Proposals should include complete dollar amounts for all local partnerships/participants as budgets **will not** increase from the original projections submitted in this RFP by the LEA.

Budgets will include the following items:

Budget Item	Description
Elementary Math Specialist Salary	1 per grant
Total of all benefits	Benefits for Math Specialist
CAMSE Partner Contract	Project Support
Summer Institutes	Math Specialist & Math Teacher Leader # of participants x \$25/night for 5 nights lodging # of participants x \$22/day for 5 days meals
	Additional participating teachers lodging & meals (contingent upon available funding)
Lenses on Learning	# of principals x \$44/night for 3 nights lodging # of principals x \$40/day for 3 days meals
Graduate Credits	6 credits/Math Specialist X \$60 3 credits/Teacher Leader X \$60 2 credits/Principal x \$60
	3 credits/additional participating teacher X \$60 (contingent upon available funding)
Office Operations/Activities	Support materials/supplies, communications, copying/printing, postage and registrations
Travel Expenses & Mileage	Math Specialist travel to 1 national conference, state events, regional project activities, and sub-grant site visits
Project Materials	\$2500 per Math Specialist for math manipulatives \$125 per participant for CGI textbooks \$300 per principal for Lenses on Learning costs
Indirect Costs	Fiscal agents are expected to utilize their approved SDDOE restricted indirect cost rate agreement.

This RFP does not provide monies for equipment, software, or infrastructure in a district. It does provide monies for professional development, participant incentives, management of the comprehensive professional development plan, contracted services and materials needed to deliver the comprehensive professional development plan.

SDDOE reserves the right to make adjustments as needed to the final budget once grant awards have been determined. Participants and buildings may be restricted depending upon funding availability.

Required Application Forms (10 points)

- ☐ Grant Application Cover Page
- ☐ Sub-grant Intent to Participate Signature Form
- ☐ Elementary School Participation Form
- ☐ Non-public School Participation Form
- ☐ Budget
- ☐ Statement of Assurances

Mathematics and Science Partnership Grant Application Cover Sheet

Name of Lead Agency or LEA:	
Mailing Address:	
Lead Agency Representative:	
Title:	
Phone:	Fax:
Email address:	
Project Director:	
Title:	
Phone:	Fax:
Email address:	
Fiscal Agent for Project:	
Tax Identification Number of Fiscal Agent:	

Authorized Representative Signature: I hereby certify that all data in this application are true and correct. The document has been duly authorized by the governing body of the applicant. The applicant will comply with the attached assurances if assistance is rewarded.

Authorized Representative's Printed Name	Authorized Representative's Signature	Date
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For State Use Only:

Approval of this plan/amendment is granted under the provisions of Public Law 107-110, provided the funds as allotted are expended only in accordance with the rules and regulations of the Department of Education and that should and audit disclose that such funds have not been so expended and restitution of such funds is required by the Department of Education, such restitution shall be made by the local education agency.

DEPARTMENT OF EDUCATION Authorizing Individual

Date

Funding Request Calculation		List name of participating school districts with number of elementary buildings in project.
Grant Funds Requested		
In-Kind Matching Contributions (opt)		
Grand Total		
Number of Public School Teachers Participating		
Number of Non-Public School Teachers Participating		
Number of Public School Principals Participating		
Number of Non-Public School Principals Participating		
Number of Districts Participating		
Number of Elementary Buildings Participating		
Types of Partners: Please check all that apply to this application Required <input type="checkbox"/> High-need South Dakota School District <input type="checkbox"/> Educational Service Agency, Cooperative, or School District with a student population of 10,000 or greater Optional <input type="checkbox"/> Additional high-need South Dakota School Districts <input type="checkbox"/> Additional South Dakota School Districts that are not high-need <input type="checkbox"/> Other Educational Service Agency or Cooperative		

Sub-grant Intent to Participate Signature Form

The _____ School District agrees to participate in the SD MSP program as submitted by _____. By agreeing to participate, it is understood that the _____ School District will meet the following conditions.

The participating school district will:

1. Identify one Math Teacher Leader for each elementary building.
2. Identify principals to participate in the program.
3. Provide district support to all staff participating in the project.
4. Create and sustain a partnership with the grant awardee.
5. Provide information and data to the grant awardee upon request for purposes of evaluating, documenting implementation of the grant, and reporting.
6. Assure good faith commitment and support of the administration and the school board in the development and implementation of proposed activities.

To the best of my knowledge and belief, all information submitted on behalf of _____ School District in this application is true and correct. We are sub-grant applicants in the proposed project and understand the role for our entity in this project. In agreeing to be a participant in this grant, the proper district procedures and policies have been followed. We will comply with the statement of assurances and project guidelines if the grant is awarded.

Typed Name of Authorized Representative	Title	Date Signed
Signature of Authorized Representative	Representing	Telephone Number
E-mail Address		

Elementary School Participation Form
(Complete one for each elementary school in the project)

- Districts must provide a list of proposed staff interested in participating.
 - Identify one Math Teacher Leader for Year 1.
 - Identify participating principal.
 - Identify K-5, Special Education, and Title I participants and the year they intend to start.
 - Indicate the number of credits each participant has in math beyond those required for a bachelor's degree.
 - If application is funded, staff will attend appropriate professional development.
- ** Note:** SDDOE reserves the right to limit participants and buildings.

District Name and Building Name:
Total number of staff providing math instruction in elementary building:

Staff Name	Staff Assignment	Year 1	Year 2	Year 3	# of math credits	Staff Signature
1. Math Teacher Leader						
2. Participating Principal						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						
21.						

Non-public School Participation Form

Must be completed by all participating public schools with private schools in their district.

Public School District Participant

Non-public School within the District

ESA Region

District Number

Federal Program	Non-public School Consulted		Non-public School Participating		Comments
	Yes	No	Yes	No	
Title II, Part B—South Dakota Mathematics and Science Partnerships Program					if Yes, List names of Participating Teachers

This is to certify that a consultation occurred between a representative of _____ (<i>Public School District Name</i>) and _____ (<i>Non-public School District Name</i>).			Date of Consultation
Typed Name of <i>Public</i> School Representative	Title	Telephone Number	
Signature of <i>Public</i> School Representative	Email	Date Signed	
Typed Name of <i>Non-public</i> School Representative	Title	Telephone Number	
Signature of <i>Non-public</i> School Representative	Email	Date Signed	

MATHEMATICS AND SCIENCE PARTNERSHIP PROJECT BUDGET

BUDGET ITEM	GRANT FUNDS REQUESTED (GFR) Year 1: July 1, 2006 – June 30, 2007	GRANT FUNDS REQUESTED (GFR) Year 2: July 1, 2007 – June 30, 2008	GRANT FUNDS REQUESTED (GFR) Year 3: July 1, 2008 – June 30, 2009
100. SALARIES			
Elementary Math Specialist Salary TOTAL			
200. EMPLOYEE BENEFITS			
Total of all benefits TOTAL			
300. PURCHASED SERVICES			
CAMSE Partner Contract	\$12,700.00	\$12,700.00	\$12,700.00
Summer Institutes # participants X \$25/night for 5 nights lodging # participants X \$22/day for 5 days meals Additional participating teacher lodging & meals Lens on Learning Institutes # principals X \$44/night for 3 nights lodging # principals X \$40/day for 3 days meals Graduate Credit 6 credits/Math Specialist X \$60 3 credits/Teacher Leader X \$60 2 credits/Principal X \$60 3 credits/Additional Teachers X \$60 Office Operations/Activities TOTAL			
330. Travel			
Travel Expense and Mileage TOTAL			
400. SUPPLIES AND MATERIALS			
Math Manipulatives	\$2,500.00	\$2,500.00	\$2,500.00
\$125/participant for CGI text			
\$300/principal for Lenses on Learning TOTAL			
Subtotal			
*Indirect Costs			
Grand Total			

Budget will be adjusted to reflect actual number of participants and actual indirect costs on totals.
SDDOE reserves the right to limit numbers of participants if necessary.

***Indirect Cost Information (To be completed by Your Business Office):**

If you are requesting to budget for restricted indirect costs, please answer the following questions:

- (1) Are you a South Dakota Public School District? _____ (yes, no) If yes, use your state approves restricted indirect cost rate. If no, go to number two.
- (2) Do you have a Restricted Indirect Cost Rate Agreement approved by an agency of the state of federal government? ____ (yes, no) if no, you may not claim indirect costs, If yes, go to number three.
- (3) Period Covered by the Restricted Indirect Cost Rate Agreement: From: _____ To: _____ (mm/dd/yyyy)
Approving agency (please specify): _____

Please attach a copy of you approved restricted indirect cost rate agreement

STATEMENT OF ASSURANCES

GENERAL ASSURANCES:

The local education agency (LEA) hereby assures the South Dakota Department of Education that:

1. Each program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
2. The control of funds provided under each program and title to property acquired with program funds will be in a public agency or in a nonprofit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities.
3. The public agency, nonprofit private agency, institution, or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes.
4. The applicant will adopt and use proper methods of administering each such program, including —
 - the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and
 - the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
5. The applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials.
6. The applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.
7. The applicant will —
 - submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and the Secretary to perform their duties under each such program; and
 - maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.
8. Before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and considered such comment.
9. Funds will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of federal funds, be made available, and in no case supplant such State, local, and other non-Federal funds.
10. Equitable participation of non-public schools (if any) will be provided. The applicant will consult with officials of non-public schools in a meaningful and timely manner, provide non-public participants genuine access to equitable services and equal expenditure of funds.

PRO-CHILDREN ACT OF 1994 ASSURANCE

I hereby acknowledge that the LEA of which I am the authorized representative, has adopted the provisions of the Pro-Children Act of 1994. (The Pro-Children Act requires that smoking not be permitted in any indoor facility used routinely or regularly for the provision of "children's services" to persons under age 18, if the services are funded by specified Federal programs either directly or through State or local governments.)

GUN FREE SCHOOLS ACT ASSURANCE

I hereby acknowledge that the LEA, of which I am the authorized representative, has adopted a Gun Free Policy that is in compliance with SDCL 13-32-4.

CONSTITUTIONALLY PROTECTED PRAYER IN PUBLIC SCHOOLS CERTIFICATION

I hereby certify that the LEA, of which I am the authorized representative, has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in its public elementary and secondary schools.

As a condition of receiving federal funds under terms of the Elementary and Secondary Education Act ("ESEA") of 1965, as amended by Section 9524 of the No Child Left Behind Act of 2001, this certification is required by October 1st of each year. The South Dakota Department of Education in its role as the official public education state agency in South Dakota will annually send to the U.S. Secretary of Education a list of those LEAs in South Dakota that have not submitted the required certification or against which complaints have been made that the LEA is not in compliance with this provision.

CHILDREN'S INTERNET PROTECTION ACT (CIPA)

The local education agency certifies that it will comply with the Child Internet Protection Act.

LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all sub awards at all tiers (including sub grants, contracts under grants and cooperative agreements, and subcontracts) and that all sub recipients shall certify and disclose accordingly.

DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110--

A. The applicant certifies that it and its principals:

- (a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;
- (b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
- (c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and
- (d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

DRUG-FREE WORKPLACE

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 -

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

- (a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
- (b) Establishing an on-going drug-free awareness program to inform employees about:
 - (1) The dangers of drug abuse in the workplace;
 - (2) The grantee's policy of maintaining a drug-free workplace;
 - (3) Any available drug counseling, rehabilitation, and employee assistance programs; and
 - (4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
- (c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);
- (d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
 - (1) Abide by the terms of the statement; and
 - (2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;
- (e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;
- (f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:
 - (1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
 - (2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;
- (g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Note: Certain of these assurances may not be applicable to your project or program.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. 4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. 1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as

amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. 1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. 276a to 276a-7), the Copeland Act (40 U.S.C. 276c and 18 U.S.C. 874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. 327-333), regarding labor standards for federally assisted construction sub agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. 1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. 7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. 1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. 470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. 469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. 2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. 4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.

Local Education Agency (LEA)

ASSURANCES AND CERTIFICATION STATEMENT: The above named applicant assures the South Dakota Department of Education that these projects will be administered in compliance with the assurances contained in this application, with state and federal laws and regulations applicable to the use of these funds, that the information contained in this application is accurate and complete.

Name of LEA Authorized Representative
(Type or Print)

X

Original Signature of LEA Authorized
Representative

Date

COGNITIVELY GUIDED INSTRUCTION (CGI) PROGRAM OVERVIEW

Cognitively Guided Instruction (CGI) is a professional development program for K-6 teachers (K-5 for SD purposes) that show explicitly what kind of knowledge students bring to the mathematics learning process and how they connect that knowledge with formal concepts and operations. CGI is guided by two major theses. The first thesis is that children bring an intuitive knowledge of mathematics to school with them and that this knowledge should serve as the basis for developing the formal mathematics instruction in primary school. The second thesis is that mathematics instruction should be based on the relationship between skills and problem solving.

CGI provides a basis for identifying what is difficult and what is easy for students to comprehend in their study of mathematics. The emphasis is on what children can do, rather than what they cannot do, which leads to a very different approach regarding wrong answers. With the CGI approach, teachers work backward from the error to identify the valid concepts that students do understand. The program aims to improve children's mathematical skills by changing teachers' beliefs regarding how children learn and ultimately their teaching practices.

Cognitively Guided Instruction is a way for teachers to understand children's intuitive mathematical thinking and use that knowledge to help children learn mathematics with understanding. This research-based model of children's thinking is designed to help teachers construct conceptual maps of the development of children's mathematical thinking in specific content domains. CGI will help teachers in facilitating any mathematics curriculum or materials they are currently using.

Cognitively Guided Instruction Classroom (CGI)

Predominant Addition/Subtraction Method and Related Conceptual Structure	Instructional Strategies	Classroom Supports
<p>Methods that begin with one number and move up and down the sequence by tens and ones [Sequence tens-ones]</p> <p>Decompose-tens-and-ones methods - tens and ones are added or subtracted separately from each other [Separate tens-ones]</p>	<ul style="list-style-type: none"> - Word problems provide basis for almost all instruction - methods develop as natural extensions of methods to solve problems using single units - teacher as facilitator - encourages child to collections of tens and ones - place value concepts emerge through use of base ten materials - no prevalent strategy in use at one time - children learn from interacting with each other - children shift among representations as they solve problems or discuss solutions 	<p>Discussion</p> <ul style="list-style-type: none"> - strategies discussed serve as model for others - provides opportunity for children to reflect <p>- children use counters to solve problems by modeling the problems</p> <ul style="list-style-type: none"> - counters - tens blocks which are eventually seen as convenient collections of unit counters <p>- in time depend less on counters</p>

CGI Training Components

Cognitively Guided Instruction (CGI) is a professional development program for teachers of kindergarten through the sixth grade. CGI helps teachers understand their students' mathematical thinking which correlates to vast improvements in students' mathematical understanding and problem solving skills. It has been proven effective for boys and girls of diverse social class, racial, ethnic, and language proficiency backgrounds. At this time, all four of the following CGI workshops are held as week-long institutes for a total of 30 hours of training time.

Basic CGI Training

This workshop is designed for teachers of kindergarten through third grade children and those who work with such teachers. No prior experience with CGI is necessary.

Advanced CGI Institute

This Institute is designed for people who want to take a deeper look at CGI to improve how they use CGI with children and/or to support other teachers in learning about CGI. Emphasis will be placed on children's understanding of base ten strategies that children use to solve problems with large numbers and how what we know about such understanding influences our mathematics instruction. Information on how to support teachers' learning will be integrated into our deeper look at children's thinking.

Information on how to support teachers' learning will be integrated into our deeper look at children's thinking.

CGI Algebra

This Institute helps elementary school teachers integrate the major principles of algebra into their arithmetic instruction. This program is based on the premise that children throughout the elementary grades are capable of learning powerful unifying ideas of mathematics that are the foundation of both arithmetic and algebra. This Institute will focus on how learning and articulating these ideas enhances children's understanding of arithmetic and provides children with a solid basis for extending their knowledge of arithmetic to learn algebra. This Institute is designed for teachers of children in grades 1 - 6 and those who work with such teachers.

CGI Advanced Algebra

This Institute will take a deeper look at the content addressed in the regular CGI Algebra Institute and is designed to examine mathematics as the foundation for teaching algebra in elementary school.

Strategies will be presented for teaching the CGI Algebra Institute to other teachers or integrating this material into other professional development programs.

DEVELOPING MATHEMATICAL IDEAS (DMI) OVERVIEW

Developing Mathematical Ideas (DMI) is a curriculum designed to help teachers think through the major ideas of K-6 (K-5 for SD purposes) mathematics and examine how children develop those ideas. The curriculum offers teachers opportunities to:

- explore mathematics in lessons led by facilitators;
- share and discuss the work of their own students;
- plan, conduct, and analyze mathematics interviews of their own students;
- view and discuss videotapes of mathematics classrooms and mathematics interviews;
- write their own classroom episodes;
- analyze lessons taken from innovative elementary mathematics curricula, and
- read overviews of related research.

The major goals of the DMI seminars are to help participants:

- learn more mathematics content
- learn to define and select mathematical objectives for their students
- learn to recognize key mathematical ideas with which their students are grappling
- learn how to support children's mathematical thinking
- learn to appreciate the power and complexity of student thinking
- learn how to ask questions that will help students deepen their mathematical understanding
- learn how to analyze a piece of curriculum for the mathematics students will learn from it
- learn to make more mathematical connections for themselves, enhancing their ability to help their students do so
- learn how to continue learning about children and mathematics

Content to be covered includes

- Number and Operations, Part 1: Building a System of Tens
- Number and Operations, Part 2: Making Meaning for
- Examining Features of Shape
- Measuring Space in One, Two and Three Dimensions
- Working with Data

LENSES ON LEARNING ADMINISTRATIVE TRAINING OVERVIEW

For mathematics reform to take hold nationally and have lasting effects within schools and districts, it will not be enough to change what happens inside classrooms. District and administrative support, on a broad scale, also is needed. Lenses on Learning will enable administrators to investigate how their understanding of the nature of mathematics, learning, and teaching affects their interpretation of administrative practices related to mathematics instruction and how, as an administrator they can become more familiar with the ideas that underlie standards based mathematics education, develop new views of what constitutes supportive administrative practices. Most administrators were educated at a time when the ideas about the nature of mathematics, learning, and teaching were very different than those embedded in standard's based mathematics education reform movement. Lenses on Learning consists of three modules designed to support standards based mathematics. Modules include:

- ***Module 1: Instructional Leadership in Mathematics:*** This four-session module provides a broad overview of the fundamental ideas about mathematics, learning, and teaching on which standards based mathematics education is based. Participants will have the opportunity to: do mathematics together; explore how children's mathematical thinking develops by examining student written work and by viewing a clinical interview with a student; think about the nature of standards based instruction and how it differs from a procedural approach to mathematics education. Participants will also consider some of the norms and values that are embedded in standards based mathematics education and how these connect to school and district culture, and to their own leadership roles.
- ***Module 2: Teacher Learning for Mathematics Instruction:*** This five-session module provides administrators with the opportunity to explore the topic of professional development in their schools. Participants will consider what teachers need to learn - about mathematics, making sense of children's understandings, and facilitating discourse to further mathematical thinking - in order to facilitate substantive mathematical learning for children in the classroom. Participants discuss what makes professional development meaningful for teachers and will be introduced to a variety of ways in which teachers might best be supported to re-conceptualize their mathematics teaching.
- ***Module 3: Observing Today's Mathematics Classroom:*** This four-session module will provide participants with the opportunity to develop an "eye" for standards based elementary mathematics classrooms through observation of real mathematics classroom instruction. Teachers' interaction with children to facilitate the development of their mathematical thinking is assessed. Participants will also be exposed to what approaches to post-observation conferences with teachers that are most constructive for this mathematics model.